General Statement of Duties

Designs content for online learning system by consulting Subject Matter Experts. Develops and tracks evaluations. Responsible for designing, developing and delivering competency-based learning programs, resources and curriculum. Serves as advocate for City University online learning system.

Distinguishing Characteristics

This class is part of the Learning and Development job. The job series encompasses the following job classifications and a summary of their essential job function is as follows:

• Learning and Development Analyst: This job is the first level of a three-level series. The essential function of this job is to develop and deliver learning content, potentially maintain a Learning Management System or other educational repository, evaluate program results, and generate reports that guide the direction and training decisions for the program.

• Senior Learning and Development Analyst: This job is the second level of a three-level series. The essential function of this job is to design content for the online learning system by consulting Subject Matter Experts, develop and track evaluations, design, develop and deliver competency-based learning programs, resources and curriculum, and serve as an advocate for City University online learning system.

• Learning and Development Administrator: This job is the third level of a three-level series. The essential function of this job is to design content for learners and facilitators by evaluating organizational needs, via needs assessments, interviews, evaluation results, or intakes with clients (such as employees or managers) and subject matter experts, potentially manage part or all of an individualized program, including serving as content designer and/or facilitator, and evaluate and continuously improve organizational and individual training.

Guidelines, Difficulty and Decision-Making Level

Guidelines are generally but not always clearly applicable, requiring the employee to exercise judgment in selecting the most pertinent guideline, interpret precedents, adapt standard practices to differing situations, and recommend alternative actions in situations without precedent.

Duties assigned are generally complex and may be of substantial intricacy. Work assignment is performed within an established framework under general instructions but requires simultaneous coordination of assigned functions or projects in various stages of completion.

Employee is responsible for determining time, place, and sequence of actions to be taken. Unusual problems or proposed deviations from guidelines, practices, or precedents may be discussed with the supervisor before being initiated.

Level of Supervision Received & Quality Review

Under administrative supervision, the employee has personal accountability for carrying out an assigned function, program, or project within the scope of established guidelines and objectives and is expected to resolve problems that arise in the normal course of the work. Completed work is generally reviewed for soundness of judgment, conclusion, adequacy, and conformance to policy.
**Interpersonal Communication & Purpose**

Contacts with the public or employees where explanatory or interpretive information is exchanged, defended, and gathered and discretion and judgment are required within the parameters of the job function.

**Level of Supervision Exercised**

By position, performs lead work.

No supervisory responsibility.

**Essential Duties**

Implements and facilitates Leadership Development programs.

Develops and delivers Citywide programs and processes as aligned with Learning and Development strategy.

Participate in collective OD efforts across CCD with other OD professionals, CCD agencies, and OHR colleagues.

Serves as point person in employee training for City U.

Manages citywide Administrative Professional Excellence Program (APEX).

Fields a variety of questions from employees who walk into the HR office. Educates employees on benefits, or connect to appropriate resource such as FML, payroll, or benefits team.

Applies fundamental theories and practices of adult learning, instructional design, and organizational performance improvement.

Follows industry standard assessment and instructional design practices to identify training needs, develop proposals for training initiatives, and design, administer, and instruct management/employee development and specialized training programs.

Determines performance outcomes of training and development programs and implements changes based on evaluation.

Performs other related duties as assigned.

Any one position may not include all of the duties listed. However, the allocation of positions will be determined by the amount of time spent in performing the essential duties listed above.

**Competencies**

Customer Service - Works with customers to assess needs, provides assistance, resolves problems, and satisfy expectations, knows products and services, and is committed to providing quality products and services.

Planning and Evaluating - Organizes work, sets priorities, determines resource requirements, determines short or long-term goals and strategies to achieve them, coordinates with other organizations or parts of an organization, monitors progress, and evaluates outcomes.

Problem Solving - Identifies problems, determines accuracy and relevance information, and uses sound judgment to generate and evaluate alternatives and to make recommendations.
Teaching Others – Helps others learn through formal or informal methods, identifies training needs, provides constructive feedback, coaches others on how to perform tasks, and acts as a mentor.

Working with People - Shows respect for the views and contributions of other team members. Shows empathy, listens, supports, and cares for others, and reconciles conflict.

**Knowledge & Skills**

Knowledge of hiring, classification, benefits, labor relations, negotiation, and federal, state and local employment regulations.

Knowledge of teaching, training, research, making presentations, lecturing, testing, and other instructional methods.

Knowledge of the principles and practices of adult training.

**Education Requirement**

Bachelor’s Degree in Business Administration, Human Resources, or a related field.

**Experience Requirement**

Five (5) years of experience in a learning and development environment.

**Education & Experience Equivalency**

One (1) year of the appropriate type and level of experience may be substituted for each required year of post-high school education.

Additional appropriate education may be substituted for the minimum experience requirements.

**Licensure & Certification**

None

**Working Environment**

Subject to pressure for multiple calls, inquiries, and interruptions.

**Level of Physical Demand**

1-Sedentary (0-10 lbs.)

**Physical Demands**

(Physical Demands are a general guide and specific positions will vary based on working conditions, locations, and agency/department needs.):

Hearing: perceiving the nature of sound by ear.

Lifting: raising or lowering objects weighing no more than 10 pounds, from one level to another.

Mental Demands: mathematical reasoning, memorization, oral comprehension, spatial orientation, and written comprehension.

Sitting: remaining in the normal seated position.

Stooping: bending the body by bending the spine at the waist.

Talking: expressing or exchanging ideas by means of spoken words.

Vision Near acuity: ability to see clearly at 20 inches or less.
Background Check Requirement

Criminal Check
Education Check
Employment Verification

Assessment Requirement

None

Probation Period

Six (6) months.

Class Detail

Pay Grade: A-809
FLSA Code: Y
Management Level: 9
Established Date: 9/21/2018
Established By: Lori Schumann
Revised Date:
Revised By:
Class History: